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ABSTRACT

The following major adjustments called for by the British Columbia Social Studies Assessment of 1977 are reflected in this elementary-junior high school guide: a broader interpretation of social studies; a greater specificity in what is to be taught; a greater emphasis on the study of Canada; a closer match between content and student needs; and a stronger emphasis on teaching students to apply the knowledge they gained to the real world. Social studies courses in grade 1 focus on families; grade 2, communities; grade 3, interaction of communities; grade 4, Canada, its native people and explorers; grade 5, the past, present, and future of Canada; grade 6, Canadians and their world neighbors; and grade 7, people and places. Information provided for each grade level includes: grade focus; grade goals; topics to be examined; the understandings which are derived from basic concepts and from the grade content; sample questions which will require students to apply and extend their knowledge, skills, and understandings; and skills to be developed. There are also discussions concerning the program philosophy and rationale, overall program goals and learning outcomes, program flow, sequence of instruction, and evaluation. The appendix contains an extensive chart outlining the specific skills to be developed in grades 1-11. (RM)

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Social Studies Curriculum Guide

grade one — grade seven

1983



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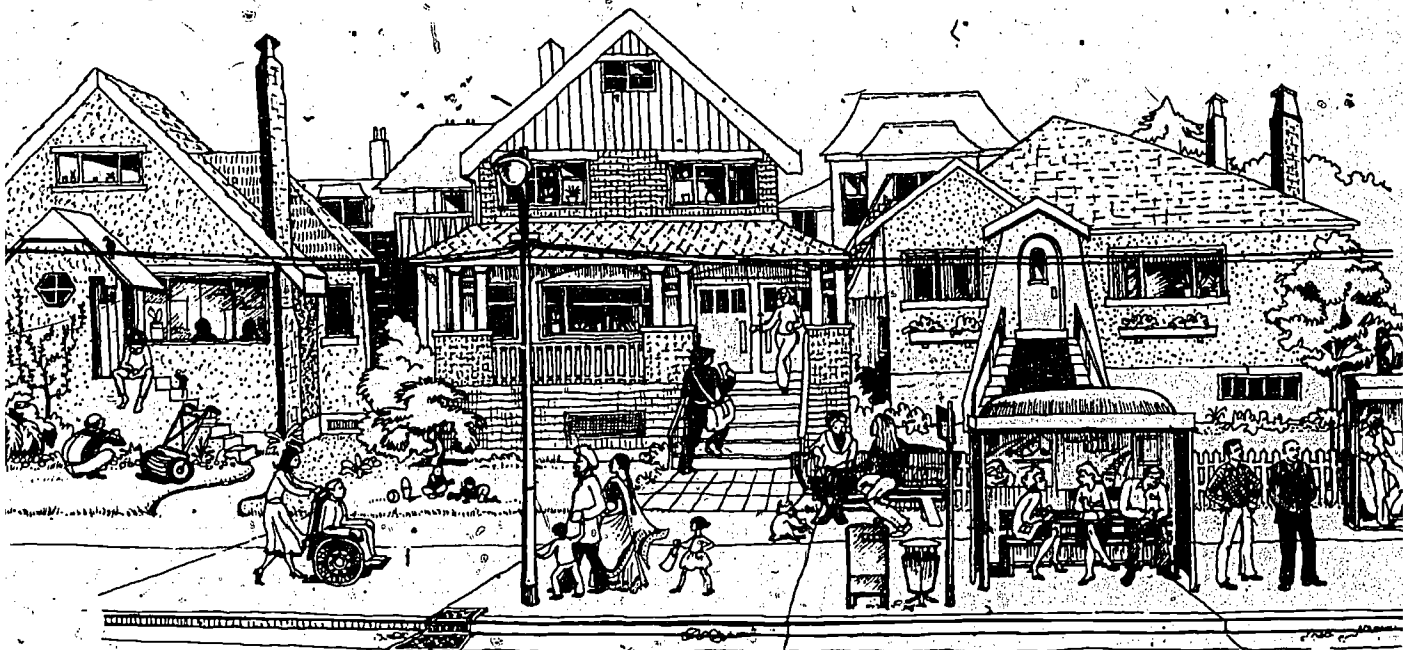
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Introduction



Philosophy and Rationale

The Social Studies curriculum recognizes a responsibility to respond to the needs of society, the needs of learners, the needs of teachers, the nature of the learning process and the nature of the knowledge included in Social Studies.

Society demands that the public schools promote learning and provide for the acquisition and application of knowledge and the mastery of skills upon which a student may build a successful future. Social Studies makes a major contribution in meeting this demand of society, particularly in the education of good citizens.

Students need a challenging, supportive environment in which to learn. They also need an opportunity to learn their rôles, rights and responsibilities in society today and in the future.

Teachers need a concise framework around which to build a course of studies. However, within that framework teachers also need the flexibility to respond to individual student requirements.

Learning is most effective when presented in a manner consistent with the social and intellectual maturity of the majority of students in a particular age group. The Social Studies curriculum attempts to present knowledge and concepts in a logical manner and in a context to which the students can relate their expanding life experiences. Application of knowledge, skills and understandings form a focus for learning at each grade level.

Social Studies Assessment — 1977

The British Columbia Social Studies Assessment of 1977 called for several major adjustments to the Social Studies curriculum: a broader interpretation of Social Studies, a greater specificity in what was to be taught, a greater emphasis on the study of Canada, a closer match between content and student needs and a stronger emphasis on teaching students to apply the knowledge they gained to the real world.

This curriculum attempts to meet these requirements by using focuses from other social sciences, in addition to history and geography. This curriculum also identifies specific grade goals, understandings and skills for each grade, and suggests opportunities for students to apply new knowledge. A study of Canada within the context of the grade focus is included in each of the grades.

Social Studies Curriculum

This curriculum document examines people in society as they interact with each other and with their many environments — physical, cultural, political and socio-economic — in Canada and the wider world, in the past, the present and the future. In this regard, the curriculum continues British Columbia's traditional reliance on history and geography — time and place — as the prime organizers of knowledge and learning activities in Social Studies. It is the belief of those who have drafted this curriculum that the key to learning is the application of knowledge. Concepts and skills, together with the discussion of contemporary issues, culminate in the ability to transfer knowledge to a real-life situation.

This Social Studies curriculum is consistent with the suggested aims of education in British Columbia. The selection of what is to be taught in Social Studies is made extraordinarily difficult by the vast scope of human history and by the enormous variety of geographical and cultural settings in which human society flourishes. Choices have been made which, of necessity, include some topics in the basic curriculum at the expense of others.

At each grade, provision is made for extension and enrichment of the curriculum (20-25% of the time), at the wish of the teacher, school or district, through a locally developed unit of appropriate work. The Ministry of Education recognizes that the provincial curriculum will receive any necessary adaptation at the school and classroom levels in harmony with provincial and local school district statements of philosophy, objectives and intended learning outcomes.

The Social Studies curriculum includes the essential elements of the core program of the province and reflects the belief that students will respond with commitment to a meaningful sequence of learning experiences directed toward particular goals. The Social Studies curriculum offers a prescribed course of studies that allows for flexibility at the local level.

Program Goals And Learning Outcomes

A curriculum is an organized statement of intended learning outcomes that serves as a framework for decisions about the instructional process. In this curriculum document, the learning outcomes are specific points organized under four program goals. The program goals and learning outcomes of the Social Studies curriculum state in general terms what students should know and understand by the end of grade eleven.

GOAL 1: STUDENTS SHOULD KNOW AND UNDERSTAND THE FACTORS WHICH HAVE SHAPED AND CONTINUE TO SHAPE CANADA AND CANADIANS.

More specifically, by the end of the required program and through the exercise of critical thinking and problem solving skills, students will be expected to know and understand:

- how Canadians have interacted with and continue to interact with their physical environment.
- how Canada's social and cultural diversity has developed and continues to develop.
- how Canada's economy has developed and continues to develop.
- how Canada's political process has developed and continues to develop.
- how Canada's relations with the rest of the world have affected and continue to affect Canada's development.

GOAL 2: STUDENTS SHOULD KNOW AND UNDERSTAND THE DIVERSE PATTERNS OF HUMAN ACTIVITY IN THE WORLD.

More specifically, by the end of the required curriculum and through the exercise of critical thinking and problem-solving skills, students will be expected to know and understand:

- the world's physical environment and how the peoples of the world interact with their physical environment.
- the social and cultural diversity of the peoples of the world and the factors which contribute to this diversity.
- the basic characteristics of the world's economics and the factors which contribute to their diversity.
- the basic characteristics of the diverse political processes of the world and the factors which contribute to their diversity.
- the development of the nation states and their interactions.
- current events in the world and contemporary world issues.

GOAL 3: STUDENTS SHOULD KNOW AND UNDERSTAND THE ROLES, RIGHTS AND RESPONSIBILITIES OF AN INDIVIDUAL AS A MEMBER OF SOCIETY.

More specifically, by the end of the required curriculum and through the exercise of critical thinking and problem-solving skills, students will be expected to know and understand:

- informal and formal social interactions within the society and their influence upon individuals and groups.
- the effect of the economy upon Canadians.
- the different levels of Canadian government and how they function.
- the different types of government in the world and the relationship between governments and individuals throughout the world.
- the media's influence upon individuals and society.
- the legal system of Canada and its affect upon individuals and groups.

GOAL 4: STUDENTS SHOULD DEVELOP A WILLINGNESS AND ABILITY TO USE KNOWLEDGE AND UNDERSTANDING AS A MEMBER OF SOCIETY.

More specifically, by the end of the required curriculum and through the exercise of critical thinking and problem-solving skills, students will:

- communicate their ideas to others in a variety of situations and forms.
- participate to the level of their maturity, in their society.
- tolerate differing views.
- examine a variety of viewpoints, particularly with respect to issues and problems.
- analyze and react meaningfully to the constant change in society.
- reach a conclusion on the basis of the best available evidence.

Program Flow

Within this curriculum guide are Instruction Charts for grades one to seven. They are organized in a similar manner and contain the following information:

Grade Focus

The grade focus is the title and organizing statement for each grade. The grade focuses are shown below:

Grade One	Families
Grade Two	Communities
Grade Three	Interaction of Communities
Grade Four	Canada: Its Native People and Explorers
Grade Five	Canada: Past, Present and Future
Grade Six	Canadians and Their World Neighbours
Grade Seven	People and Places

Grade Goals

Grade goals are general statements of expected learning outcomes based on studying content, arriving at understandings, developing skills and applying knowledge to a variety of significant inquiries.

Content

The content identifies the topics to be examined. It is also a guide to the factual knowledge investigated to arrive at the understandings and ultimately, the grade goals.

Understandings

The understandings, which are derived from basic concepts and from the grade content, contribute to the achievement of the grade goals.

Inquiries

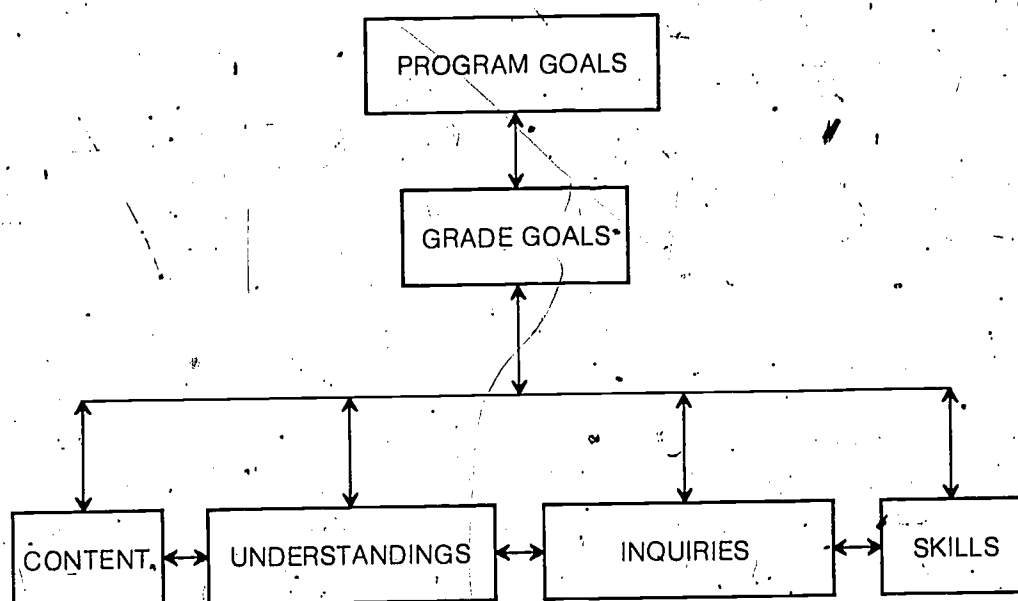
The inquiries section includes sample questions. These questions will require students to apply and extend their knowledge, skills and understandings. The questions range from those which have a solution based on the available evidence to those which are issues. An issue may be defined as a matter of interest about which there is a significant disagreement. The disagreement can involve matters of fact, matters of meaning or matters of values. The lists of examples given are not all inclusive. Ideally, students should progress from dealing with inquiries suggested by the teacher to generating their own inquiries. Students, even in the earliest grades, should be encouraged to attempt the investigation of inquiries which are concrete, immediate and of interest to them.

Skills

Skill headings are identified for each grade. Further details and more specific skills lists are provided in Appendix A to the Curriculum Guide.

PROGRAM FLOW

There are four strands of information presented on each Scope and Sequence Chart: content, understandings, inquiries and skills. The content of each grade level varies, as do the specific processes by which the content is put into practice. Consistent throughout is the attempt to combine knowledge with practice and apply this knowledge to everyday life. The particular starting point a teacher might choose in the program flow is not prescribed. Each teacher, in responding to his or her particular students' needs, will make decisions as to the most appropriate starting point in the program flow. It is intended that content, understandings, inquiries and skills be taught as part of a process and every effort should be made to integrate these factors and not teach them in isolation.



Extension

At each grade level, 20-25% of the time available may be used for extension or enrichment activities developed by the student, the teacher, the school or the district. Extension activities should neither repeat earlier work nor anticipate topics to be introduced in subsequent years. Current events, where appropriate, should be integrated into the Social Studies program.

It is important to utilize the resources of a particular geographical area, both as a part of the basic program and as extension activities. Any part of the community which correlates with the curriculum, from a family resource worker for grade one to a study of a B.C. physical resources industry in grade nine, should be included to enrich the Social Studies curriculum.

Sequence Of Instruction

The sequence of instruction sets out the order in which teaching is to take place from grade to grade and provides guidance to the teacher in reaching the goals and outcomes of the curriculum.

The Ministry of Education recognizes that it may be wise with some students not only to limit presentations to the fundamental concepts but also to vary the rate of instruction or the time allocated.

The sequence of instruction for Social Studies in British Columbia has students in the primary years examine the immediate social groups to which they belong — the home and the community.

In grade one, the self and the immediate social group, the family, are studied. In grade two, the child branches out to a study of what makes up a community. Grade three applies that knowledge to a study of the interaction of communities.

Students in grade four and five develop a sense of time by examining some aspects of the development of Canada as a nation. Students at these two grades begin to be aware of physical and social factors which affect Canadian life. Grade four focuses specifically on Native Canadian cultures and an overview of Canadian geographical areas through the eyes of explorers. Grade five studies physical, social and political factors that have influenced Canada's growth.

In grade six, students examine people in other places as a means to better understand themselves, Canadian society, and other societies. This grade level deals with physical, social, economic and cultural development.

In grades seven to ten, the content is organized into four separate strands: World Past, World Present, Canada Past and Canada Present. Students at these grade levels examine physical, cultural, economic and political aspects of Canadian and world societies. Historical background is given for many of these studies to trace development from the past to present day. In grade eleven, attention turns to global issues: conflict and cooperation, resource use, technological change and individual rights and responsibilities in a Canadian and international context.

Evaluation

Evaluation is an important aspect of any instructional program. Used carefully and thoughtfully, an evaluation system will provide valuable information about the beginning competence of students, the progress they are making at intermediate stages of the program and summative assessments at the end of a unit or grade.

Traditionally, the emphasis of evaluation in Social Studies has been placed on the recall of knowledge in some written form, reflecting the content emphasis of the curriculum. This curriculum, with its balanced emphasis on content, skills and application of knowledge, requires a more broadly based evaluation program — one which is consistent with its intents and which assesses all its components.

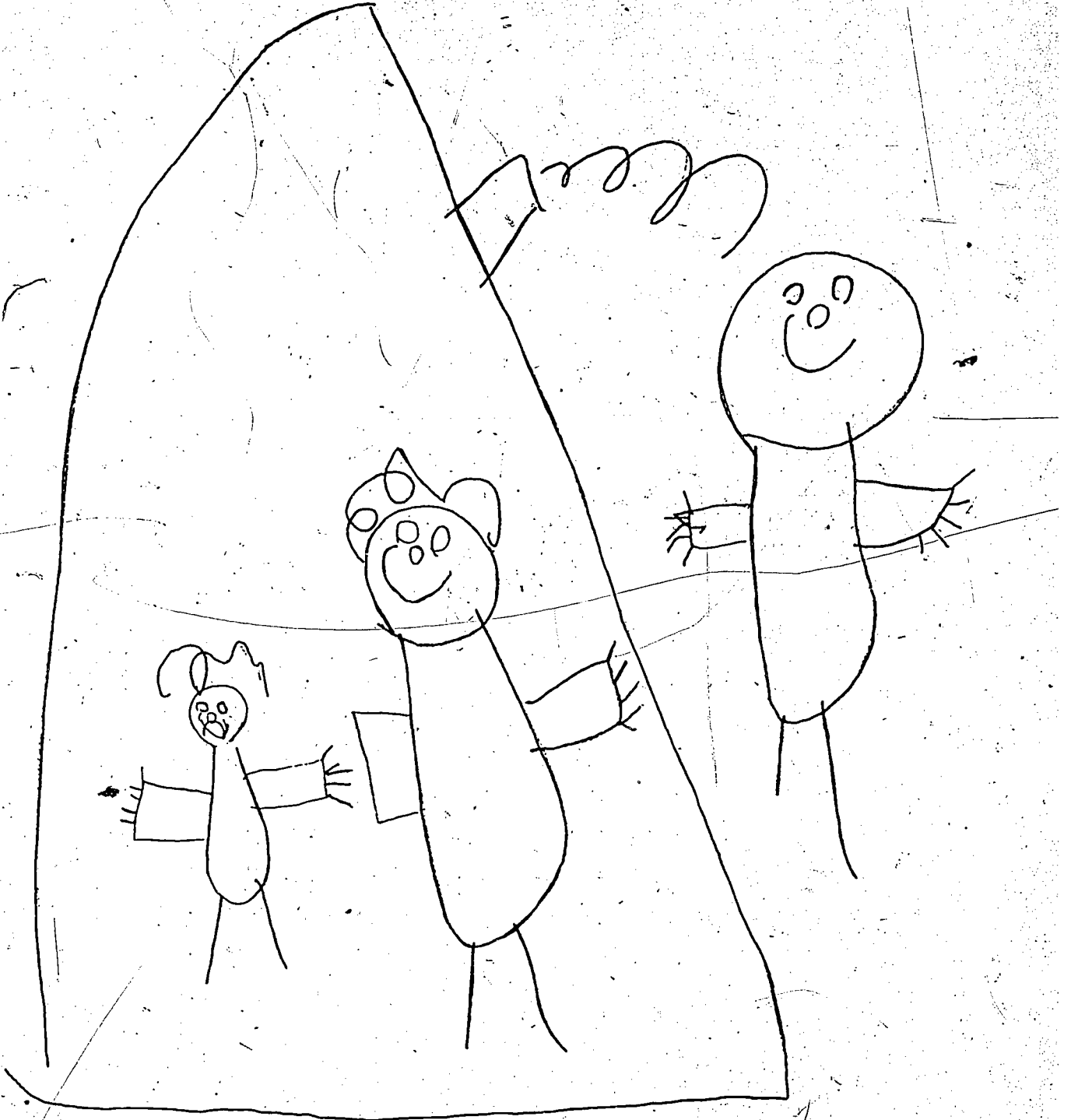
A degree of consistency should exist in the evaluation programs of Social Studies teachers in a school or school district and also in the expectations of related subject areas.

As an essential part of the whole instructional process, evaluation systems must be supportive of and consistent with the intents of the curriculum they are assessing.

Scope and Sequence Charts



grade one



families

Grade One

Grade one pupils study a basic human social unit, the family. Since young children need to be involved in first hand experiences, the program focuses on their own families, developing an understanding of the interdependence and the interrelationships of people within family units. This study will be expanded in grade two to the immediate community.

Families vary in size, composition, and ethnic and cultural backgrounds. Despite these variations, wherever families exist, they function as units for similar fundamental reasons and are held together by essentially similar ties. Through the study of their own families, the children become more aware of their roles, responsibilities and feelings of belonging to a recognized social group.

The children begin to develop an understanding of the concept of time through the study of the changes which are encountered in the family structure or situation.

The children's study of the organization and functions of their own families enable them to recognize similarities and differences while broadening their understanding of the concept of family. The children should begin to realize that actions and beliefs of the people being studied are not only logical in their situations but also are akin to those of the child's own family. Through contrast and analogy, the children's perspective for viewing their own family is broadened.

The scope and sequence chart for each grade is divided into four columns: content, understandings, inquiries and skills. It is important that students deal with these components as part of an integrated process. The order in which the components are dealt with will vary; however, they should not be studied in isolation.

The concepts upon which the understandings are based include family, identity, interactions, need, change, diversity, interdependence and power.

The introduction of significant and appropriate current events is an integral part of the curriculum at this and every grade level.

The prescribed content for the grade will require a minimum of 75-80% of the class time available for the majority of students. The remaining time may be used to explore the prescribed curriculum in greater depth or to study district, school, teacher or student developed units. The latter must be consistent with the intents of the curriculum.

Families

PROCESS:

In order to comprehend the grade goal, students are expected to examine the content, develop the understandings and skills and have practice in applying these through the inquiries.

GRADE GOAL:

- To have students recognize that a family is a social group possessing certain characteristics.

CONTENT	UNDERSTANDINGS	INQUIRIES	SKILLS
Using their own families, students should examine:	Students should, through the examination of the content, come to understand that:	Students should integrate content, understandings, and skills through the study and discussion of inquiries, e.g.:	Skills should be introduced, developed and reinforced in a suitable context. Numbers to left of items refer to pages in Appendix A.
<ul style="list-style-type: none"> families' similarities and differences in: <ul style="list-style-type: none"> size and composition number relatives nuclear and extended families customs and traditions needs of family members: <ul style="list-style-type: none"> food shelter love safety and protection recreation roles and responsibilities of family members. interaction of family members: <ul style="list-style-type: none"> conflict and co-operation loyalty and affection patterns of authority rights and responsibilities changes within the family group: <ul style="list-style-type: none"> membership location occupation 	<ul style="list-style-type: none"> families have similarities and differences family members have certain needs. Families function to satisfy these needs. family members, who are to varying degrees inter-dependent, have different roles. family members assist children in learning their roles. family members have rights and responsibilities. family members interact in a variety of ways. families may change. 	<ul style="list-style-type: none"> How are families similar? How are they different? What differences are there between needs and wants? What do you do to help your family? Why do families need rules? What rights and responsibilities should children have in the family? How do changes affect a family? 	<p>45 A. PROBLEM SOLVING</p> <p>45 B. DECISION-MAKING</p> <p>C. INTERPRETING MAPS & GLOBES:</p> <p>45 Symbols</p> <p>45 Direction</p> <p>47 Location</p> <p>47 Scale and Distance</p> <p>D. UNDERSTANDING TIME & CHRONOLOGY:</p> <p>49 Time and the Calendar</p> <p>49 Chronological Series</p> <p>E. LOCATING INFORMATION:</p> <p>49 Books/Reference Works</p> <p>51 Field Studies, Interviews</p> <p>51 Pictures, Photos, Charts, Graphs</p> <p>51 F. ORGANIZING INFORMATION</p> <p>53 G. ACQUIRING INFORMATION THROUGH READING</p> <p>53 H. ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING</p> <p>I. EVALUATING INFORMATION:</p> <p>53 Oral, Visual, Print</p> <p>J. COMMUNICATING ORALLY AND IN WRITING:</p> <p>55 Speaking</p> <p>55 Writing</p> <p>K. CITIZENSHIP SKILLS:</p> <p>57 Self-worth</p> <p>57 Interpersonal Relations</p> <p>59 Group and Discussion Skills</p> <p>59 Leadership</p>

- Extension: approximately 20-25% for student, teacher, or district developed studies.

grade two



communities

Grade Two

In grade two the children move from the study of the family to the study of the community. Students in grade two examine the familiar social units of the school, the neighbourhood, and then study in detail their own town or city. Through this, the children will begin to understand their roles and their families' role in the community. In grade three, the students will examine the interaction of communities in Canada.

The community is a social unit which is to be studied with reference to provision of services, systems of organization and human interaction. By examining these aspects of local communities, students will become more fully aware of the concept of community.

The scope and sequence chart for each grade is divided into four columns: content, understandings, inquiries and skills. It is important that students deal with these components as part of an integrated process. The order in which the components are dealt with will vary; however, they should not be studied in isolation.

The concepts upon which the understandings are based include community, identity, interaction, need, interdependence, resources, values and citizenship.

The introduction of significant and appropriate current events is an integral part of the curriculum at this and every grade level.

The prescribed content for the grade will require a minimum of 75-80% of the class time available for the majority of students. The remaining time may be used to explore the prescribed curriculum in greater depth or to study district, school, teacher or student developed units. The latter must be consistent with the intents of the curriculum.

Communities

PROCESS:

In order to comprehend the grade goal, students are expected to examine the content, develop the understandings and skills and have practice in applying these through the inquiries.

GRADE GOAL:

- To have students recognize that a community is a social group possessing certain characteristics.

CONTENT

Using their own school, neighbourhood and community students should examine:

- school and its immediate neighbourhood:
 - location
 - size and composition
 - function
 - roles and responsibilities of members
 - interaction
- community characteristics
 - Physical:
 - size
 - appearance
 - composition
 - Cultural Setting:
 - customs
 - traditions
 - ethnic population
- roles of community members:
 - workers
 - volunteers
 - citizens
- services provided by the community:
 - production and distribution of goods
 - safety and protection
 - education, health and social services
 - recreation and aesthetic expression
 - religious expression
- systems of organization:
 - government
 - transportation
 - communication
- human interaction:
 - rights and responsibilities
 - friendship and affiliation
 - authority
 - co-operation and conflict

UNDERSTANDINGS

Students should, through the examination of the content, come to understand that:

- a school's function is to provide a service to the community
- persons within the school have certain roles, rights, and responsibilities.
- a community has specific physical and cultural characteristics.
- community members assume a variety of roles.
- a community provides services to meet the needs of its members.
- a community offers organized systems to meet the needs of its members
- members of a community interact and are, to a varying degree, interdependent.
- people in the community have certain responsibilities and rights.

INQUIRIES

Students should integrate content, understandings, and skills through the study and discussion of inquiries, e.g.:

- Why do schools need rules?
- What do you like or dislike about living in your community?
- Why are communities different?
- What roles do children have in communities?
- What other services might your community want?
- What services in your community are of great importance?
- Should a community be changed to provide new systems?
- Why do communities have laws or regulations?

SKILLS

Skills should be introduced, developed and reinforced in a suitable context. Numbers to left of items refer to pages in Appendix A.

45 A. PROBLEM SOLVING

45 B. DECISION-MAKING

C. INTERPRETING MAPS & GLOBES:

- 45 Symbols
- 45 Direction
- 47 Location
- 47 Scale and Distance

D. UNDERSTANDING TIME & CHRONOLOGY:

- 49 Time and the Calendar
- 49 Chronological Series

E. LOCATING INFORMATION:

- 49 Books/Reference Works
- 49 Newspapers, Magazines, Pamphlets
- 51 Field Studies, Interviews
- 51 Pictures, Photos, Charts, Graphs

51 F. ORGANIZING INFORMATION

53 G. ACQUIRING INFORMATION THROUGH READING

53 H. ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING

I. EVALUATING INFORMATION:

- 53 Oral, Visual, Print

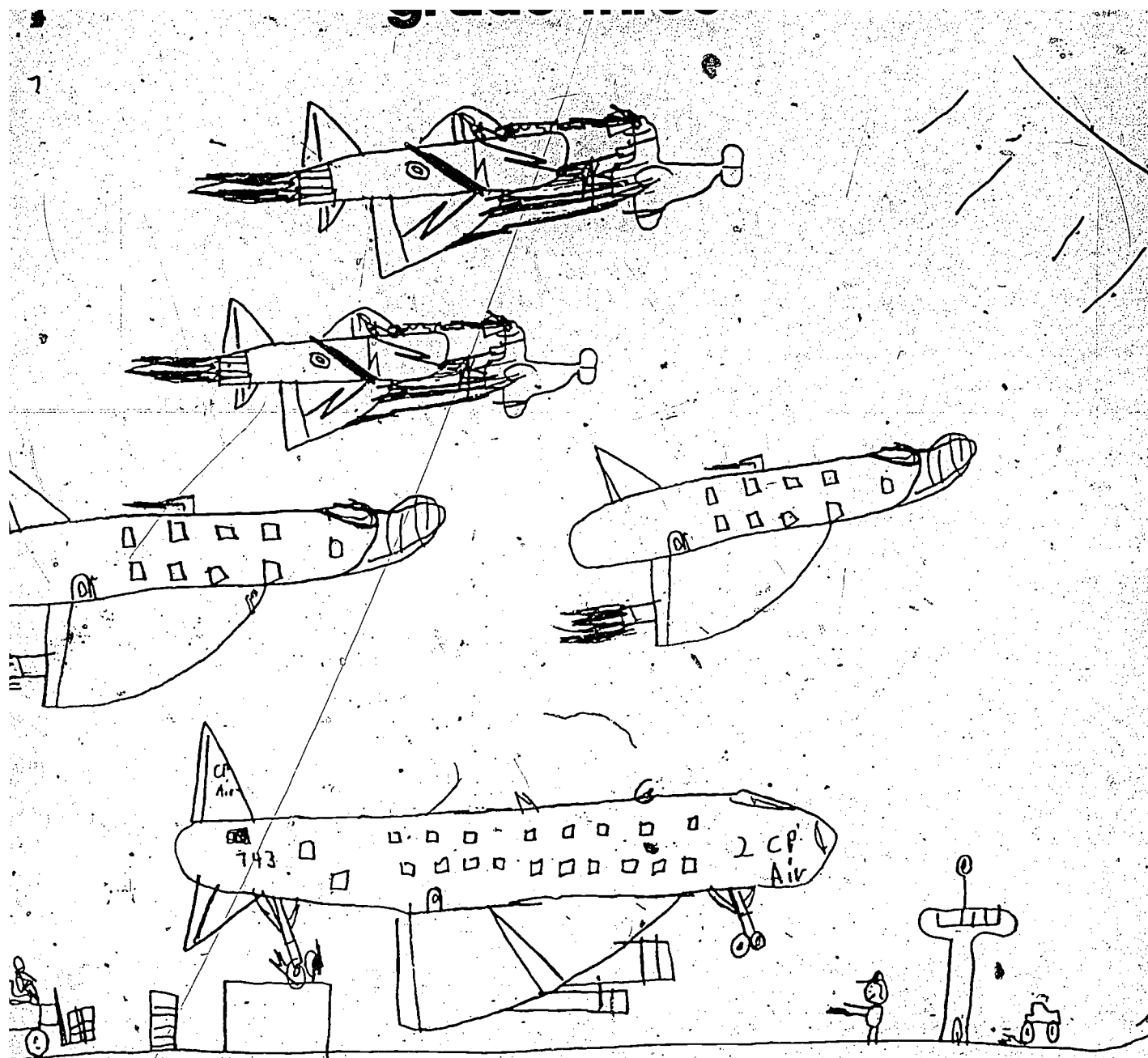
J. COMMUNICATING ORALLY AND IN WRITING:

- 55 Speaking
- 55 Writing

K. CITIZENSHIP SKILLS:

- 57 Self-worth
- 57 Interpersonal Relations
- 59 Group and Discussion Skills
- 59 Leadership

- Extension: approximately 20-25% for student, teacher, or district developed studies.



interaction of communities

Grade Three

In grades one and two, the emphasis of this curriculum has been upon developing the concepts of family and community by focusing on these social units within the child's own experiences. In grade three, the study of communities is extended by examining the interaction of communities within Canada. In grades four and five, students will examine selected aspects of Canada and its development as a nation.

Communities interact with their environments in order to meet the needs of their members. Communities respond to and make use of certain characteristics of the environment, but in so doing they alter the surroundings and must then adjust to what has become a new environment.

The concepts of time and history are introduced by looking at changes in the local community or in other Canadian communities over the past 50-100 years. In addition, a knowledge of Canada as a nation is introduced by a brief examination of its political units and unifying symbols. This knowledge will be extended in successive years.

The scope and sequence chart for each grade is divided into four columns: content, understandings, inquiries and skills. It is important that students deal with these components as part of an integrated process. The order in which the components are dealt with will vary; however, they should not be studied in isolation.

The concepts upon which the understandings are based include community, province, nation, interaction, environment, change, needs, causality, interdependence, resources and citizenship.

The introduction of significant and appropriate current events is an integral part of the curriculum at this and every grade level.

The prescribed content for the grade will require a minimum of 75-80% of the class time available for the majority of students. The remaining time may be used to explore the prescribed curriculum in greater depth or to study district, school, teacher or student developed units. The latter must be consistent with the intents of the curriculum.

Interaction of Communities

PROCESS:

In order to comprehend the grade goals, students are expected to examine the content, develop the understandings and skills and have practice in applying these through the inquiries.

GRADE GOALS:

To have students recognize that:

- o Communities interact and may become interdependent as they seek to meet their needs.
- o Communities change over time.
- o Communities may unite to form political units.

CONTENT

Using their own community as a frame of reference students should study:

- o the interaction of Canadian communities through:
 - use of resources
 - government
 - transportation and communication
 - education, health and social services
 - recreation and cultural expression
- o the changes in a community over time:
 - reasons for original settlement
 - interaction with the physical environment
 - relations with province and nation
- o Canada's political units and unifying symbols:
 - provinces and territories
 - provincial capital cities
 - national capital
 - flag, emblem, and coat of arms for Canada and each province
 - national anthem

UNDERSTANDINGS

Students should, through the examination of the content, come to understand that:

- o communities interact to satisfy needs.
- o a community's status and characteristics may change over time.
- o communities may unite to form a province and a nation.
- o the Canadian nation and provinces each possess unifying symbols and have specific centres of government.

INQUIRIES

Students should integrate content, understandings, and skills through the study and discussion of inquiries, e.g.:

- o What would your community be like if it had no contact with other communities?
- o Are changes always beneficial?
- o How do you think a community would change if:
 - more people moved to it?
 - a new resource such as oil or gold was discovered?
 - a large company closed?
- o Can communities interact with the physical environment without spoiling it?
- o Should good agricultural land be used for purposes other than food production?
- o Do you think the provincial and federal symbols were chosen wisely? If not, what symbols would you suggest? Why?
- o Should each province have its own anthem?

SKILLS

Skills should be introduced, developed and reinforced in a suitable context. Numbers to left of items refer to pages in Appendix A.

45 A. PROBLEM SOLVING

45 B. DECISION-MAKING

C. INTERPRETING MAPS & GLOBES:

- 45 Symbols
- 45 Direction
- 47 Location
- 47 Scale and Distance

D. UNDERSTANDING TIME & CHRONOLOGY:

- 49 Time and the Calendar
- 49 Chronological Series

E. LOCATING INFORMATION:

- 49 Books/Reference Works
- 49 Newspapers, Magazines, Pamphlets
- 51 Field Studies, Interviews
- 51 Pictures, Photos, Charts, Graphs

51 F. ORGANIZING INFORMATION

53 G. ACQUIRING INFORMATION THROUGH READING

53 H. ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING

I. EVALUATING INFORMATION:

- 53 Oral, Visual, Print

J. COMMUNICATING ORALLY AND IN WRITING:

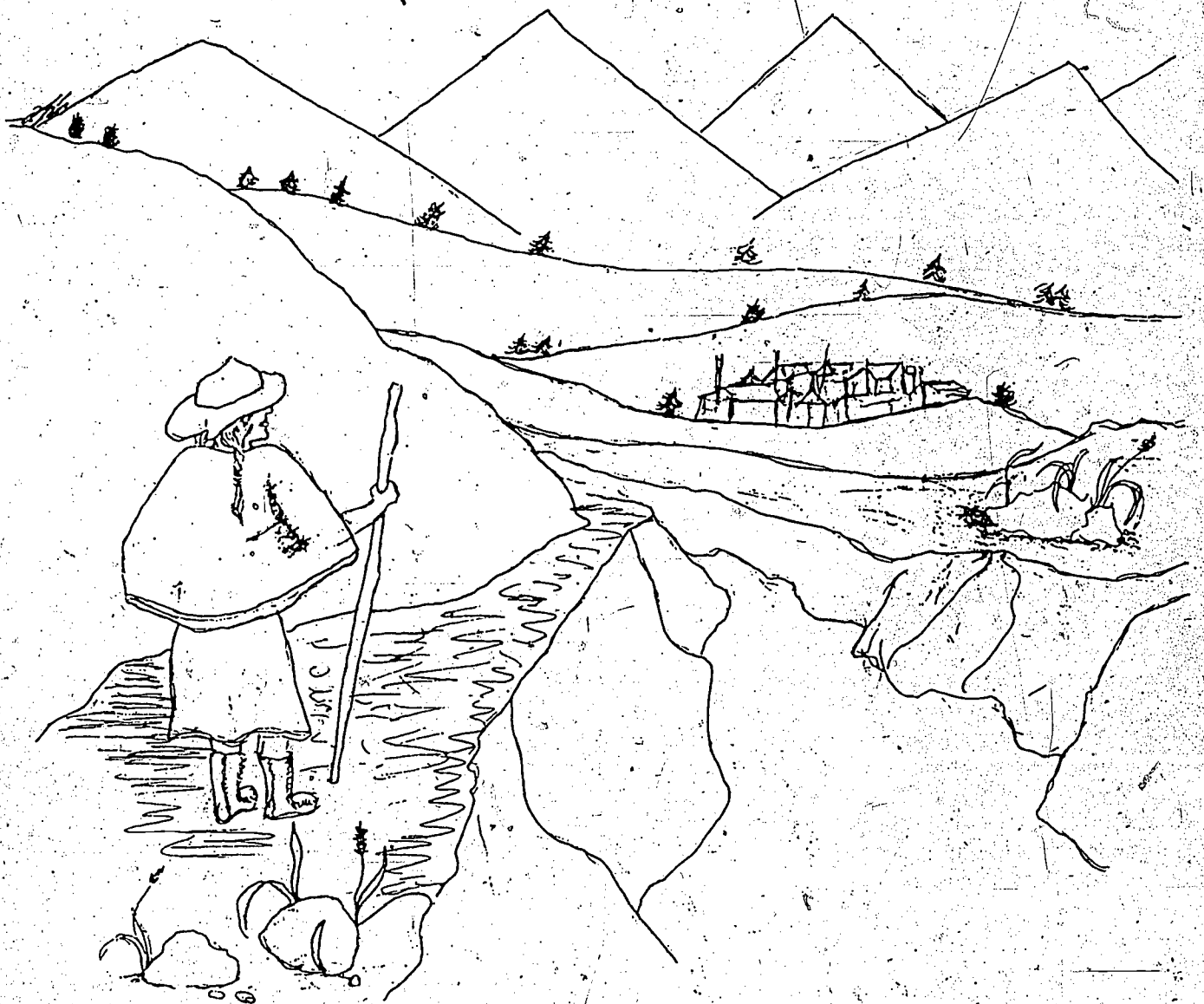
- 55 Speaking
- 55 Writing

K. CITIZENSHIP SKILLS:

- 57 Self-worth
- 57 Interpersonal Relations
- 59 Group and Discussion Skills
- 59 Leadership

o Extension: approximately 20-25% for student, teacher, or district developed studies.

grade four



Canada: its native people and explorers

Grade Four

In the primary years, the Social Studies curriculum focused upon people within the context of families and communities. In grade four the program begins an examination of how people have interacted with Canada's physical and social environments in the past. Grade five will extend the study of Canada's development.

The grade four program introduces selected Native Canadian cultures and surveys the accomplishments of the European explorers. Where sufficient learning resources dealing with the local area are available, the teacher might wish to begin with this material. Care should be taken to avoid stereotyping.

The scope and sequence chart for each grade is divided into four columns: content, understandings, inquiries and skills. It is important that students deal with these components as part of an integrated process. The order in which the components are dealt with will vary; however, they should not be studied in isolation.

The concepts upon which the understandings are based include needs, environment, resources, interaction, institution, change, interdependence, culture, time and citizenship.

The introduction of significant and appropriate current events is an integral part of the curriculum at this and every grade level.

The prescribed content for the grade will require a minimum of 75-80% of the class time available for the majority of students. The remaining time may be used to explore the prescribed curriculum in greater depth or to study district, school, teacher or student developed units. The latter must be consistent with the intents of the curriculum.

Canada: Its Native People and Explorers

PROCESS:

In order to comprehend the grade goals, students are expected to examine the content, develop the understandings and skills and have practice in applying these through the inquiries.

GRADE GOALS:

To have students recognize that:

- o People interact with their physical and social environment to meet their needs.
- o People meet their basic needs in a variety of ways, thus creating distinctive ways of life or cultures.
- o European explorations were motivated by such things as the desire for economic and political gain.
- o Exploration increased Europeans' knowledge of Canadian geography.

CONTENT

Students should examine the culture of one of B.G.'s native peoples prior to contact with Europeans and in the contemporary period. In addition, students should study the culture of one other pre-contact native culture elsewhere in Canada.

- o the native people's interaction with the physical environment and neighbouring people to understand how they met their needs for:
 - food
 - shelter
 - clothing
 - technology
 - recreation
 - beliefs
 - aesthetics
 - social organization

- o the accomplishments of at least three explorers who contributed to the knowledge of Canadian geography

UNDERSTANDINGS

Students should, through the examination of the content, come to understand that:

- o the native people interacted with their physical and social environments to meet some of their needs.
- o the interaction of the native people with their social and physical environments affected their way of life.
- o as the native people met their needs, they developed a distinctive way of life or culture.
- o the desire for trade goods and/or territorial control stimulated early exploration.
- o the explorers interacted with the native peoples, adopted their technologies, and used their knowledge of the land.
- o the accomplishments of the explorers led to an expanded knowledge of Canadian geography.

INQUIRIES

Students should integrate content, understandings, and skills through the study and discussion of inquiries, e.g.:

- o To what extent did native people make wise use of their physical environment?
- o How would the culture of the people have changed if they had lived in a totally different environment?
- o How well did the native people organize themselves to meet their needs?
- o Do contemporary native people meet any of their needs using traditional methods?
- o Would exploration have been successful without the assistance of the native inhabitants?
- o The major goal of the explorers was to gain more land for their country and company. Do you agree or disagree? Why?
- o The greatest explorer of early Canada was _____. Do you agree or disagree? Why?

SKILLS

Skills should be introduced, developed and reinforced in a suitable context. Numbers in left of items refer to pages in Appendix A.

45 A. PROBLEM SOLVING

45 B. DECISION-MAKING

C. INTERPRETING MAPS & GLOBES:

- 45 Symbols
- 45 Direction
- 47 Location
- 47 Scale and Distance

D. UNDERSTANDING TIME & CHRONOLOGY:

- 49 Time and the Calendar
- 49 Chronological Series

E. LOCATING INFORMATION:

- 49 Books / Reference Works
- 49 Newspapers, Magazines, Pamphlet
- 51 Field Studies, Interviews
- 51 Pictures, Photos, Charts, Graphs

51 F. ORGANIZING INFORMATION

53 G. ACQUIRING INFORMATION THROUGH READING

53 H. ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING

I. EVALUATING INFORMATION

- 53 Oral, Visual, Print

J. COMMUNICATING ORALLY AND IN WRITING:

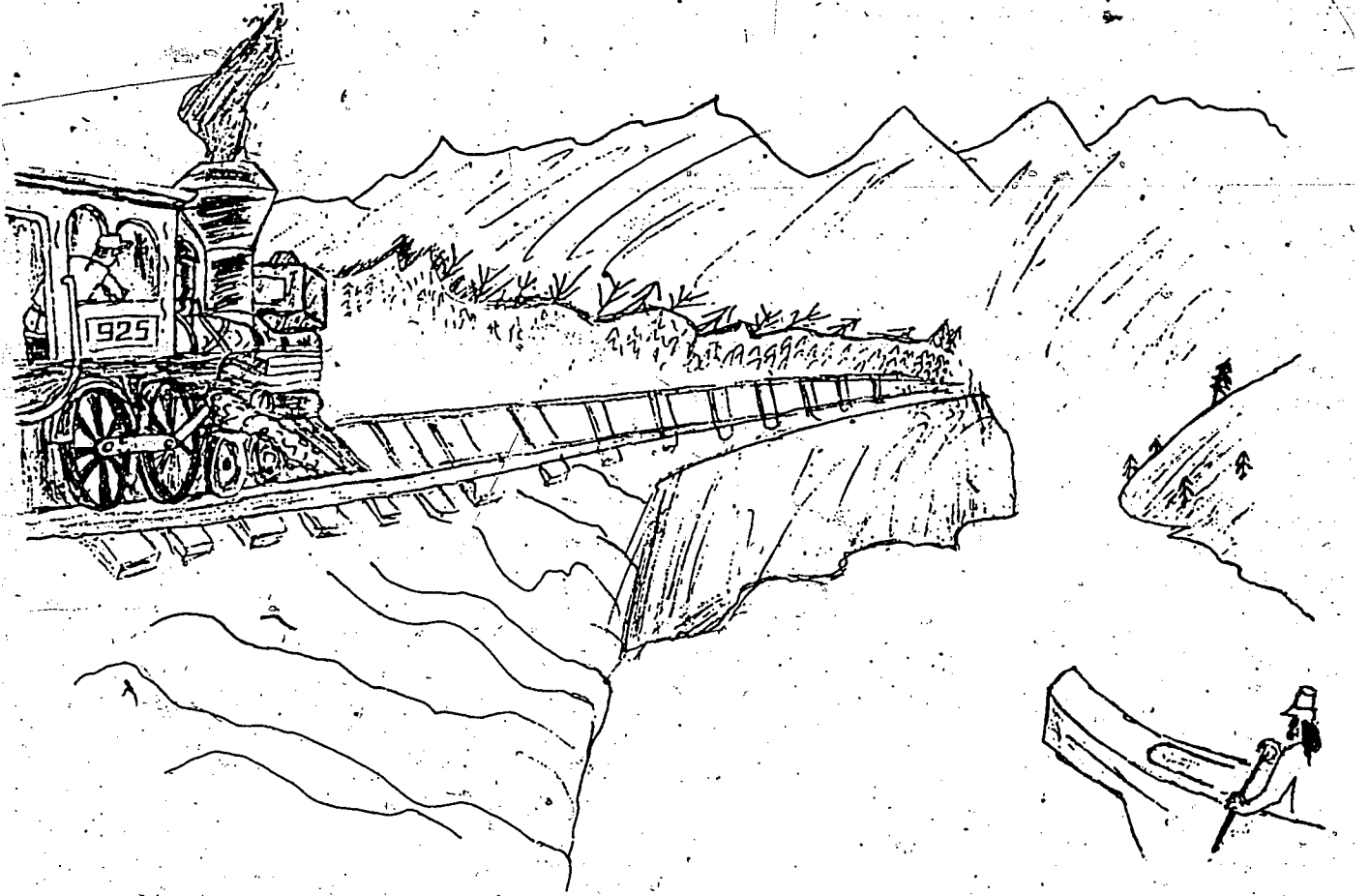
- 55 Speaking
- 55 Writing

K. CITIZENSHIP SKILLS:

- 57 Self-worth
- 57 Interpersonal Relations
- 59 Group and Discussion Skills
- 59 Leadership

o Extension: approximately 20-25% for student, teacher, or district developed studies.

grade five



Canada: past, present and future

Grade Five

In grade four, the students studied Canada's native people and the early European exploration of Canada.

Grade five examines some factors in the continuing development of Canada. The students study a resource-based industry, a transportation/communication system, Canadian government, and settlement since the late 1800's.

The scope and sequence chart for each grade is divided into four columns: content, understandings, inquiries and skills. It is important that students deal with these components as part of an integrated process. The order in which the components are dealt with will vary; however, they should not be studied in isolation.

The concepts upon which the understandings are based include institutions, interaction, change, diversity, environment, resources, identity, causality, interdependence, power and citizenship.

The introduction of significant and appropriate current events is an integral part of the curriculum at this and every grade level.

The prescribed content for the grade will require a minimum of 75-80% of the class time available for the majority of students. The remaining time may be used to explore the prescribed curriculum in greater depth or to study district, school, teacher or student developed units. The latter must be consistent with the intents of the curriculum.

Canada: Past, Present, and Future

PROCESS:

In order to comprehend the grade goals, students are expected to examine the content, develop the understandings and skills and have practice in applying these through the inquiries.

GRADE GOALS:

To have students recognize that:

- o People's use of resources has contributed to the development of Canada and will continue to contribute in the future.
- o Systems of transportation and communication are necessary for the continuing development of a nation.
- o Canada united to form a nation with a system of government that still exists today.
- o Canadian communities, past and present, consist of people from diverse cultural backgrounds.

CONTENT

Students should examine:

- o a resource-based industry in Canada (e.g., the fur trade, mining, forestry, fishing, agriculture).
 - the discovery of resources
 - the development of settlements based on resources
 - the life and work of people in the resource-based settlements
 - the interaction of the resource-based settlements with the environment.
- o a transportation and communication system in Canada (e.g., the Cariboo Waggon Road, the C.P.R., the St. Lawrence Seaway).
 - the social and physical factors influencing the development of the system
 - the system's impact on the social and physical environment of Canada.
- o the structure of Canadian government.
 - the entry of the provinces into Confederation
 - the duties of the three levels of government
 - the rights, roles, and responsibilities of Canadian citizens
 - the institutions.

UNDERSTANDINGS

Students should, through the examination of the content, come to understand that:

- o the discovery of resources had an influence on settlement patterns in Canada.
- o resource-based industries contributed, and will continue to contribute, to the development of Canada.
- o transportation/communication systems contributed and will continue to contribute to the development of Canada.
- o confederation provided a system of government that bound the country together under one authority.
- o the three levels of government have distinct functions.
- o an individual member of Canadian society has certain roles, rights and responsibilities.

INQUIRIES

Students should integrate content, understandings, and skills through the study and discussion of inquiries, e.g.:

- o Where would you situate a fur fort?
- o Would a fur fort have been a good place to live?
- o Should trapping be declared illegal?
- o Are there circumstances under which a resource based industry should be curtailed?
- o Would Canada have come about without the building of the C.P.R.?
- o Could we eliminate any of our transportation or communication systems without seriously changing the nature of our country?
- o Should Canada have a strong central government?
- o Should Canadians be forced to vote in elections?
- o Should all Canadians have the right to vote without passing a test?
- o What is a good Canadian citizen?

SKILLS

Skills should be introduced, developed and reinforced in a suitable context. Numbers to left of items refer to pages in Appendix A.

45 A. PROBLEM SOLVING

45 B. DECISION-MAKING

C. INTERPRETING MAPS & GLOBES:

- 45 Symbols
- 45 Direction
- 47 Location
- 47 Scale and Distance

D. UNDERSTANDING TIME & CHRONOLOGY:

- 49 Time and the Calendar
- 49 Chronological Series

E. LOCATING INFORMATION:

- 49 Books/Reference Works
- 49 Newspapers, Magazines, Pamphlets
- 51 Field Studies, Interviews
- 51 Pictures, Photos, Charts, Graphs

51 F. ORGANIZING INFORMATION

53 G. ACQUIRING INFORMATION THROUGH READING

53 H. ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING

I. EVALUATING INFORMATION:

- 53 Oral, Visual, Print

J. COMMUNICATING ORALLY AND IN WRITING:

- 55 Speaking
- 55 Writing

K. CITIZENSHIP SKILLS:

- 57 Self-worth
- 57 Interpersonal Relations
- 59 Group and Discussion Skills
- 59 Leadership

CONTENT

Students should examine:

- o a group who emigrated to Canada since the late 1800's.
 - who they were and why they came
 - the challenges they faced
 - their contribution to the ethnocultural composition of Canada.

UNDERSTANDINGS

Students should, through the examination of the content, come to understand that:

- o people from diverse cultural backgrounds came to Canada for a variety of reasons.
- o people from various immigrant groups have encountered challenges settling in Canada.

INQUIRIES

Students should integrate content, understandings, and skills through the study and discussion of inquiries, e.g.:

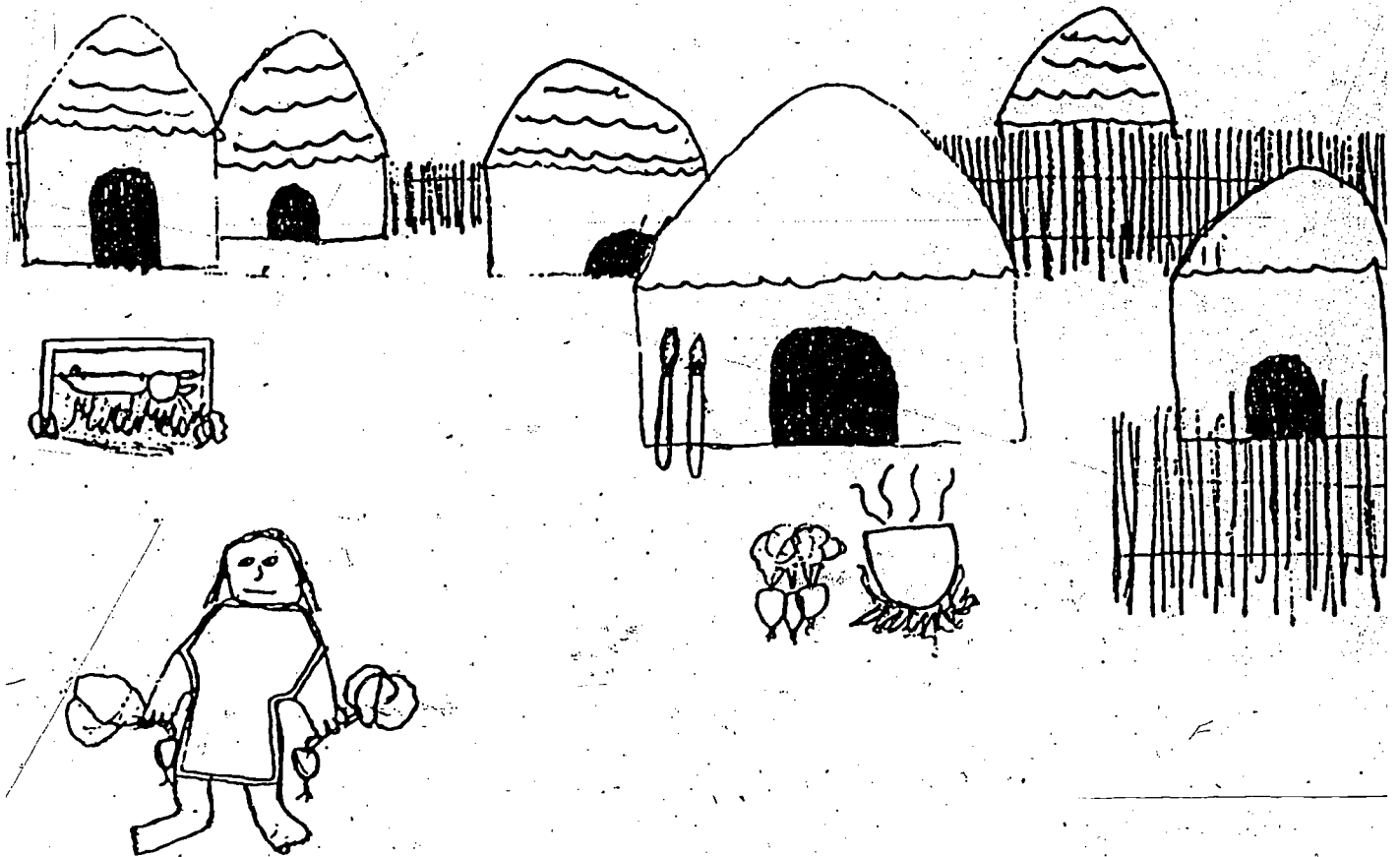
- o To what extent did the prairie settlers contribute to the development of Canada?
- o The diverse cultural composition of many B.C. communities has served to enrich our society. Do you agree or disagree? Why?
- o Should Canada have immigration quotas?
- o Should immigrants be assimilated?

SKILLS

Skills should be introduced, developed and reinforced in a suitable context. Refer to page numbers in Appendix A for details.

- o Extension: approximately 20-25% for student, teacher, or district developed studies.

grade six



Canadians and their world neighbours

Grade Six

Through the examination of the settlement and structure of Canada, grade five showed the development of a larger social unit, the nation, in which there is considerable diversity.

The grade six program leads the student to the world to compare and contrast how people meet their basic needs and develop cultures.

To achieve these understandings and to reinforce the students' knowledge of world geography, teachers must select four different people or countries from four different continents for study. The emphasis of this examination should be placed on how all people share similar needs rather than on the differences among the ways in which these needs are met. Through the examination of the ways in which people meet their basic needs, students should come to understand cultural diversity. As the study progresses, students should compare and contrast each culture with the others and with Canadian culture. Care must be taken to avoid stereotyping. In grade seven, students will examine people in Canada and the world, in the past and present, focusing initially on their interactions with the physical environment.

The scope and sequence chart for each grade is divided into four columns: content, understandings, inquiries and skills. It is important that students deal with these components as part of an integrated process. The order in which the components are dealt with will vary; however, they should not be studied in isolation.

The concepts upon which the understandings are based include diversity, culture, interaction, institution, needs, identity and environment.

The introduction of significant and appropriate current events is an integral part of the curriculum at this and every grade level.

The prescribed content for the grade will require a minimum of 75-80% of the class time available for the majority of students. The remaining time may be used to explore the prescribed curriculum in greater depth or to study district, school, teacher or student developed units. The latter must be consistent with the intents of the curriculum.

Canadians and Their World Neighbours

PROCESS:

In order to comprehend the grade goals, students are expected to examine the content, develop the understandings and skills and have practice in applying these through the inquiries.

GRADE GOALS:

To have students recognize that:

- o The physical environment influences and is influenced by people inhabiting a particular location.
- o People develop economic organizations in order to satisfy some of their needs.
- o People develop political systems in order to satisfy some of their needs.
- o As people meet their needs, they develop distinctive ways of life or cultures.
- o Aspects of peoples' cultures are either similar or different to Canadian culture.

CONTENT	UNDERSTANDINGS	INQUIRIES	SKILLS
Students should compare and contrast the features of four people drawn from four continents with each other and with Canadians.	Students should, through the examination of the content, come to understand that:	Students should integrate content, understandings, and skills through the study and discussion of inquiries, e.g.:	Skills should be introduced, developed and reinforced in a suitable context. Numbers to left of items refer to pages in Appendix A.
<ul style="list-style-type: none"> o the people's interaction with the physical environment: location climate physical features natural resources 	<ul style="list-style-type: none"> o the physical environment of an area influences the way of life of people who inhabit it. o the people in a particular location have an effect upon their physical environment as they meet their needs. 	<ul style="list-style-type: none"> o Should people make major alterations to their physical environment to meet their needs? o What effect might such alterations have on the way of life of other groups in the same area? o Should resource development be allowed regardless of location and previously designated land use? 	<p>45 A. PROBLEM SOLVING</p> <p>45 B. DECISION-MAKING</p> <p>C. INTERPRETING MAPS & GLOBES:</p> <p>45 Symbols</p> <p>45 Direction</p> <p>47 Location</p> <p>47 Scale and Distance</p> <p>D. UNDERSTANDING TIME & CHRONOLOGY:</p> <p>49 Time and the Calendar</p> <p>49 Chronological Series</p> <p>E. LOCATING INFORMATION:</p> <p>49 Books/Reference Works</p> <p>49 Newspapers, Magazines, Pamphlets</p> <p>51 Field Studies, Interviews</p> <p>51 Pictures, Photos, Charts, Graphs</p> <p>51 F. ORGANIZING INFORMATION</p> <p>53 G. ACQUIRING INFORMATION THROUGH READING</p> <p>53 H. ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING</p> <p>I. EVALUATING INFORMATION:</p> <p>53 Oral, Visual, Print</p> <p>J. COMMUNICATING ORALLY AND IN WRITING:</p> <p>55 Speaking</p> <p>55 Writing</p> <p>K. CITIZENSHIP SKILLS:</p> <p>57 Self-worth</p> <p>57 Interpersonal Relations</p> <p>59 Group and Discussion Skills</p> <p>59 Leadership</p>
<ul style="list-style-type: none"> o the people's economic organization: industries transportation and communication labour 	<ul style="list-style-type: none"> o certain crafts, businesses and industries may be developed by people as they seek to meet their needs. o to distribute goods and provide services, transportation and communication systems may be developed. o individuals assume certain work roles as they attempt to meet their needs. 	<ul style="list-style-type: none"> o To what extent do the transportation and communication systems influence how people meet their needs? o Should any job be available to anyone? o Should the government regulate the media? 	
<ul style="list-style-type: none"> o the people's political organization: a system of government laws 	<ul style="list-style-type: none"> o people devise certain laws and regulations to govern the behaviour of individuals. o people devise a system of government to make decisions. 	<ul style="list-style-type: none"> o To what extent does a people's government influence the way of life? o Are police forces necessary? o Should laws change? o Should children have the same rights and responsibilities as adults? 	

CONTENT

Students should compare and contrast the features of four people drawn from four continents with each other and with Canadians

- o the people's cultural features:
 - food, clothing, shelter
 - religion, values, beliefs
 - customs
 - roles
 - education
 - art, music, literature
 - recreation
 - language

UNDERSTANDINGS

Students should, through the examination of the content, come to understand that:

- o as people meet their needs they develop unique characteristic ways of life known as culture.
- o culture is transmitted to succeeding generations in a variety of ways.
- o there are similarities and differences among cultures.

INQUIRIES

Students should integrate content, understandings, and skills through the study and discussion of inquiries, e.g.:

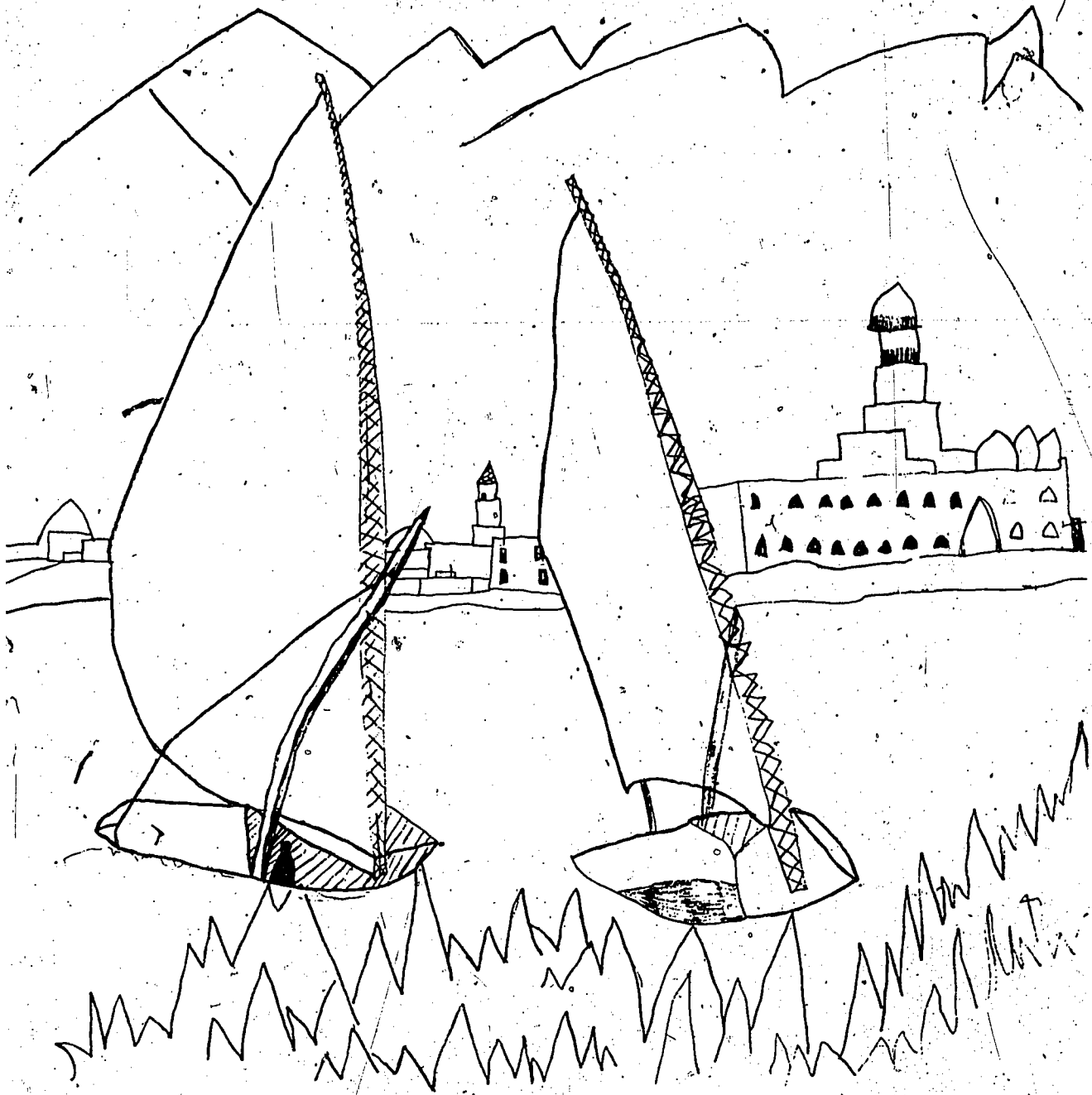
- o What evidence of a people's beliefs and values can you find in their music and art?
- o To what extent do a people's customs and traditions influence how they meet their needs?
- o What cultural similarities are shared between Canadians and _____?
- o Should education be compulsory?

SKILLS

Skills should be introduced, developed and reinforced in a suitable context. Refer to page numbers in Appendix A for details.

- o Extension: approximately 20-25% for student, teacher, or district developed studies.

grade seven



people and places

Grade Seven

From grades one to six, students have been introduced to various social units from the family to the nation.

The grade seven program focuses on the interaction of people and their physical environment. Students should learn to identify the various significant components of the physical environment, their variations in time and place and their effect upon society. In grade eight, the students will examine people and cultures.

Where sufficient learning resources dealing with the local area are available, students may begin by studying the interactions between people and the immediate physical environment.

The scope and sequence chart for each grade is divided into four columns: content, understandings, inquiries and skills. It is important that students deal with these components as part of an integrated process. The order in which the components are dealt with will vary; however, they should not be studied in isolation.

The concepts upon which the understandings are based include interaction, needs, change, environment, resources, power, identity, causality, diversity, interdependence, values and culture.

The introduction of significant and appropriate current events is an integral part of the curriculum at this and every grade level.

The prescribed content for the grade will require a minimum of 75-80% of the class time available for the majority of students. The remaining time may be used to explore the prescribed curriculum in greater depth or to study district, school, teacher or student developed units. The latter must be consistent with the intents of the curriculum.

The curriculum for this grade is interim and has been included in order to produce a complete guide for the elementary grades.

At the time of the publication of this document, the curriculum for the secondary grades was subject to refinement, and in order to ensure articulation between the elementary and secondary social studies guide, adjustments to the grade seven curriculum may become necessary.

People and Places

PROCESS:

In order to comprehend the grade goals, students are expected to examine the content, develop the understandings and skills and have practice in applying these through the inquiries.

GRADE GOALS:

To have students recognize that:

- o People interact with their physical environment to satisfy common needs.
- o As people attempt to satisfy their needs, they must establish a workable relationship with their physical environment.
- o As people interact with their environment, the environment may change or the people's way of life may change.
- o The ways in which people interact with their physical environment are influenced by their culture, resources, government, laws, historical period and contacts with other societies.
- o The interaction of people and their physical environment may change over time.

CONTENT

Students should examine the interaction of people and their physical environment.

o CANADA PRESENT:

A survey of the regions of Canada and selected studies of at least two regions, one of which must be British Columbia and the other chosen from:

- Atlantic
- Southern Quebec/ Ontario
- Prairies
- Sub-Arctic/Arctic

o CANADA PAST:

Two selected studies of:
- pre-contact aboriginal settlement

- first European settlements, 1000-1642

UNDERSTANDINGS

Students should, through the examination of the content, come to these understandings.

- o The physical environment in each region of Canada influences the people's way of life.
- o In selecting resources to meet common needs, people in each region have modified their physical environment.
- o In some cases the use of resources has been regulated by the law and government restrictions.
- o Conservation of resources and a workable relationship with the physical environment is of concern to Canadians.
- o Pre-contact native people adapted to their physical environment, relying upon available resources to satisfy their basic needs.
- o A mutual interaction existed between the physical environment and the cultural beliefs and values of pre-contact peoples.
- o Contact and trade with European settlers resulted in significant changes to the interaction of native peoples with their physical environment.

INQUIRIES

Students should integrate content, understandings, and skills through the study and discussion of inquiries, e.g.:

- o To what degree are people in specific regions of Canada adversely or positively influenced by the physical environment?
- o Should Canadians continue to modify their physical environment to meet their immediate needs?
- o How, in your experience, have people changed the environment? Was it beneficial or detrimental?
- o Should the government regulate the use of resources if it interferes with the livelihood of some Canadians?
- o What level of government, if any, should regulate the use of physical resources?
- o How would you as a pre-contact native in a specific place meet your basic needs?
- o To what extent did the physical environment influence the cultures of pre-contact native people?
- o How did contact between the native peoples and Europeans change the way of life of both groups?

SKILLS

Skills should be introduced, developed and reinforced in a suitable context. Numbers to left of items refer to pages in Appendix A.

45 A. PROBLEM SOLVING

45 B. DECISION-MAKING

C. INTERPRETING MAPS & GLOBES:

- 45 Symbols
- 45 Direction
- 47 Location
- 47 Scale and Distance

D. UNDERSTANDING TIME & CHRONOLOGY:

- 49 Time and the Calendar
- 49 Chronological Series

E. LOCATING INFORMATION:

- 49 Books/Reference Works
- 49 Newspapers, Magazines, Pamphlets
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- 51 Pictures, Photos, Charts, Graphs

51 F. ORGANIZING INFORMATION

53 G. ACQUIRING INFORMATION THROUGH READING

53 H. ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING

I. EVALUATING INFORMATION:

- 53 Oral, Visual, Print

J. COMMUNICATING ORALLY AND IN WRITING:

- 55 Speaking
- 55 Writing

K. CITIZENSHIP SKILLS:

- 57 Self-worth
- 57 Interpersonal Relations
- 59 Group and Discussion Skills
- 59 Leadership

CONTENT

Students should examine the interaction of people and their physical environment.

o WORLD PAST:

One selected study of an ancient people in:

- the Tigris-Euphrates Valley
- the Nile Valley
- the Andes

UNDERSTANDINGS

Students should, through the examination of the content, come to understand that:

- o The first European settlers had to change their way of life in response to the different physical environment.
- o The interaction of the early European settlers with their physical environment changed over time as settlement expanded.

- o Certain physical environments were more suitable for the development of ancient societies because of physical features and available resources.

- o How ancient peoples interacted with their physical environment was influenced by their values, beliefs, skills, level of technology and contacts with other societies.

- o Ancient peoples' interactions with their physical environment, resources, government, laws and contacts with other societies contributed to the development of distinct cultures.

- o Technological advances, such as the invention of the plough and irrigation systems, enabled ancient people to modify their physical environment and thus satisfy their needs more efficiently.

- o How ancient peoples interacted with their physical environment changed over time.

INQUIRIES

Students should integrate content, understandings, and skills through the study and discussion of inquiries, e.g.:

- o "European settlers made a better adjustment to the North American environment than did the pre-contact peoples." Do you agree or disagree? Why?

- o You are a leader of a wandering group of early people looking for a place to settle. Where would you settle? Why would you choose this location?

- o Why might the ancient people have developed different cultural patterns if they were located in some other physical environment?

- o "The way the people interacted with their physical environment in the past is very similar to the way people interact with their environment now." Do you agree or disagree? Why?

- o What connections are there between our current culture and the ancient cultures?

SKILLS

Skills should be introduced, developed and reinforced in a suitable context. Refer to page numbers in Appendix A for details.

CONTENT

Students should examine the interaction of people and their physical environment.

o WORLD PRESENT:

A survey of people chosen from either:

- a desert environment
- an Arctic environment other than Canadian

UNDERSTANDINGS

Students should, through the examination of the content, come to these understandings.

- o The physical environment in a particular place influences the inhabitants' way of life and how they satisfy their needs.
- o The use a people make of their physical resources depends upon their culture, technology and contacts with other societies.
- o As people utilize physical resources, changes in the physical environment result. These changes may or may not be planned and may or may not be beneficial.
- o The ways in which a people interact with their environment will change over time.
- o Conservation of resources and workable relations with the physical environment are a growing concern for all people.

INQUIRIES

Students should integrate content, understandings, and skills through the study and discussion of inquiries, e.g.:

- o To what extent do you think physical environment shapes a people's way of life?
- o Should people continue to modify their physical environment in significant ways?
- o How should people manage the use of physical resources?
- o Should a people, in order to satisfy their needs, be allowed to alter the physical environment of people in other parts of the world?

SKILLS

Skills should be introduced, developed and reinforced in a suitable context. Refer to page numbers in Appendix A for details.

- o Extension: approximately 20-25% for student, teacher, or district developed studies.

Appendix A: Skills Through The Grades



- A. Problem Solving
- B. Decision-making
- C. Interpreting Maps and Globes
- D. Understanding Time and Chronology
- E. Locating Information
- F. Organizing Information
- G. Acquiring Information Through Reading
- H. Acquiring Information Through Listening and Observing
- I. Evaluating Information
- J. Communicating Orally and in Writing
- K. Citizenship Skills

Skills		Grades										
		1	2	3	4	5	6	7	8	9	10	11
A. PROBLEM SOLVING												
1. Define a problem	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
2. Establish a tentative hypothesis or answer	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
3. Interpret the information available	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
4. Gather additional information	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
5. Analyze the information for purposes of assimilating evidence to re-examine the original tentative answer	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
6. Synthesize information into firmer hypothesis or answer	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
B. DECISION-MAKING												
1. Identify problem or issue	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
2. Identify possible alternative solutions or objectives	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
3. Gather, analyze and interpret information regarding the alternatives	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
4. Evaluate the alternatives and establish which should be accorded higher priority in light of the information gathered and/or value preferences	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
5. Test the priorities and analyze the consequence of each	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
6. Plan a course of action	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
7. Establish a group decision	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
8. Take some action on the group's decision	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
9. Evaluate the group's decision	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★	★
C. INTERPRETING MAPS AND GLOBES												
Symbols:												
1. Understand that real objects can be represented by pictures or symbols on a map	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	★	★
2. Interpret and use map legends on different kinds of maps	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	★	★
3. Study colour contour and contour lines and shading to visualize the nature of the area (elevation and relief)	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	★	★
Direction:												
1. Use such directional terms as far, near, above, below, up, down, right, left	<input type="checkbox"/>	•	•	★	★							
2. Use cardinal and intermediate directions; e.g., NE, SW, in classroom, neighbourhood with the use of a compass	<input type="checkbox"/>	•	•	•	•	•	•	•	★	★	★	★
3. Orient simple maps to direction	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	★	★

Key: ☐ Introduce; • Develop; ★ Test, Reteach; Maintain

Skills

Grades

Locate places on maps and globes:

	1	2	3	4	5	6	7	8	9	10	11
1. Locate specific areas within the school, neighbourhood, community	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
2. Recognize and remember own address	<input type="checkbox"/>	•	•	•							
3. Recognize the home community, province and country on a map or globe			<input type="checkbox"/>	•	•	•	•	•	•	•	•
4. Recognize and name continents and major water bodies by size, shape and position on a map or globe			<input type="checkbox"/>	•	•	•	•	•	•	•	•
5. Identify and use geographic terminology for land and water features — bay, gulf, inlet, peninsula, isthmus, etc.				<input type="checkbox"/>	•	•	•	•	•	•	•
6. Locate places and/or features using a number and a letter key system (grid on highway maps, atlases)					<input type="checkbox"/>	•	•	•	•	•	•
7. Locate and name the provinces, territories and capital cities on a map of Canada			<input type="checkbox"/>	•	•	•	•	•	•	•	•
8. Use latitude and longitude in locating places on maps						<input type="checkbox"/>	•	•	•	•	•
9. Identify time zones and the International Date Line; relate these to longitude, the earth's rotation and time problems of travel					<input type="checkbox"/>	•	•	•	•	•	•
10. Relate current events to areas on a world map or globe					<input type="checkbox"/>	•	•	•	•	•	•
11. Learn to use/make simple sketch maps to show location			<input type="checkbox"/>	•	•	•	•	•	•	•	•
12. Use maps with other than a north orientation							<input type="checkbox"/>	•	•	•	•
13. Read into a map relationships suggested by data, e.g., factors which determine the location of cities					<input type="checkbox"/>	•	•	•	•	•	•

Scale and distance:

1. Express size and distance in relative terms (bigger, smaller, nearer, farther, etc.)	<input type="checkbox"/>	•	•	•	•	•	•				
2. Use small objects to represent large ones, as models, e.g., a photograph compared to actual size	<input type="checkbox"/>	•	•	•	•	•	•				
3. Make simple large-scale maps of a familiar area, such as classroom, neighbourhood			<input type="checkbox"/>	•	•	•	•	•	•	•	•
4. Compare actual length of a block or a kilometer with that shown on a large-scale map				<input type="checkbox"/>	•	•	•	•	•	•	•
5. Determine distance on a map by using a scale				<input type="checkbox"/>	•	•	•	•	•	•	•
6. Compare maps of the same area drawn with different scales				<input type="checkbox"/>	•	•	•	•	•	•	•
7. Estimate distances on a globe, using latitude										<input type="checkbox"/>	•
8. Recognize the distortions involved in any representation of the earth other than a globe											<input type="checkbox"/>

D. UNDERSTANDING TIME AND CHRONOLOGY:

Develop an understanding of the time system and the calendar:

	1	2	3	4	5	6	7	8	9	10	11
1. Use names of the days of the week in order	□	•	•	★							
2. Use names of the months in sequence	□	•	•	★							
3. Learn to tell time by the clock (including use of the 24 hour clock)	□	•	•	★	★	★	★				
4. Use calendar to find dates of special events and to determine length of time between important dates		□	•	•	•	•	•	★			
5. Use the vocabulary of indefinite (before and after) and definite (today, yesterday) time expressions	□	•	•	•	•	•	•	★	★	★	★
6. Comprehend the Christian system of chronology — B.C. and A.D.								□	•	★	★
7. Learn to translate dates into centuries							□	•	•	★	★

Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time:

1. Learn to put experiences and events in order of time	□	•	•	★	★	★	★				
2. Recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc.		□	•	•	★	★	★				
3. Learn to think of the separation of an event from the present in arithmetical terms				□	•	•	•	★	★	★	★
4. Understand and make simple time lines				□	•	•	•	★	★	★	★

E. LOCATING INFORMATION

Work with books including reference works:

1. Learn how to find material in a library	□	•	•	•	•	•	•	•	★	★	★
2. Use title, table of contents, index, glossary, appendix, lists	□	•	•	•	•	•	•	★	★	★	★
3. Choose from a variety of books appropriate to the purpose including dictionaries, Year Books, almanacs, encyclopedias			□	•	•	•	•	•	•	★	★
4. Distinguish between fact and fiction		□	•	•	•	•	•	•	•	★	★
5. Locate information in encyclopedia using key word, letter on volume, index and cross reference				□	•	•	•	•	•	★	★

Read newspapers, magazines and pamphlets as sources of information:

1. Select important news items				□	•	•	•	•	★	★	★	★
2. Select material pertinent to class activities				□	•	•	•	•	•	★	★	★
3. Learn about the sections of a newspaper, its organization and purpose						□	•	•	•	★	★	★
4. Recognize the differences in purpose and coverage of different magazines, papers and pamphlets				□	•	•	•	•	•	•	★	★
5. Recognize cartoons as a source of information				□	•	•	•	•	•	★	★	★

Key: □ Introduce; • Develop; ★ Test, Reteach, Maintain

Skills	Grades										
	1	2	3	4	5	6	7	8	9	10	11
Gather facts from field studies and interviews:											
1. Identify the purpose of the field trip or interview	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★
2. Plan procedures, rules of behaviour, questions to be asked, and things to look for		<input type="checkbox"/>	•	•	•	•	•	•	•	★	★
3. Evaluate the planning and execution of the field trip or interview			<input type="checkbox"/>	•	•	•	•	•	•	★	★
4. Use acceptable ways of opening and closing an interview				<input type="checkbox"/>	•	•	•	•	•	★	★
5. Express appreciation for courtesies extended during the field trip or interview		<input type="checkbox"/>	•	•	•	•	•	•	•	★	★
6. Record, summarize and evaluate information			<input type="checkbox"/>	•	•	•	•	•	•	★	★
Interpret pictures, photos, charts, tables:											
1. Recognize these materials as sources of information	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★
2. Note and describe the content of the material, general and specific	<input type="checkbox"/>	•	•	•	•	•	•	•	★	★	★
3. Distinguish between types of pictorial material, recognize the advantage of each and the need for objectivity in interpretation								<input type="checkbox"/>	•	★	★
4. Understand and construct different types of graphs (bar, circle, line, combinations)				<input type="checkbox"/>	•	•	•	•	•	★	★
5. Interpret and draw inferences from graphs, charts, tables				<input type="checkbox"/>	•	•	•	•	•	★	★
6. Recognize relationships among information from graphs, charts, tables							<input type="checkbox"/>	•	•	★	★
7. Interpret point of view expressed in cartoons							<input type="checkbox"/>	•	•	•	•
8. Use information from these and other materials to draw conclusions				<input type="checkbox"/>	•	•	•	•	•	★	★
9. Recognize features shown on air photos							<input type="checkbox"/>	•	•	★	★
10. Compare maps and photos of the same area						<input type="checkbox"/>	•	•	•	•	•

F. ORGANIZING INFORMATION

1. Make an outline of topics to be investigated and seek material about each major point, using more than one source						<input type="checkbox"/>	•	•	•	•	•
2. Select the main idea and supporting facts				<input type="checkbox"/>	•	•	•	•	•	•	•
3. Compose a title for a story, picture, graph, map or chart	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★
4. Select answers to questions from material heard, viewed, or read	<input type="checkbox"/>	•	•	•	•	•	•	•	•	★	★
5. Take notes and make a record of the source by author, title, page						<input type="checkbox"/>	•	•	•	•	•
6. Classify pictures, facts, and events under main headings or in categories			<input type="checkbox"/>	•	•	•	•	•	•	★	★
7. Arrange events, facts, and ideas in sequence			<input type="checkbox"/>	•	•	•	•	•	•	★	★
8. Make simple outlines of material read, heard or viewed						<input type="checkbox"/>	•	•	•	•	•
9. Write a summary of main points encountered in oral, written or viewed presentations						<input type="checkbox"/>	•	•	•	•	•
10. Make a simple table of contents				<input type="checkbox"/>	•	•	•	•	•	★	★

Key: ☐ Introduce • Develop ★ Test Release Maintain

Skills

Grades

G. ACQUIRING INFORMATION THROUGH READING

1. Recognize and be able to use terms related specifically to social studies
2. Read materials appropriate to the grade level to find answers to questions
3. Skim to find a particular word, get a general impression, or locate specific information
4. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas
5. Recognize relationships such as: sequence, cause-effect, space/place, time
6. Recognize and comprehend codes such as asterisks
7. Read with purpose and discrimination and consciously evaluate what is read
8. Learn to adjust reading rate to type of material

	1	2	3	4	5	6	7	8	9	10	11
1. Recognize and be able to use terms related specifically to social studies		□	•	•	•	•	•	•	•	•	•
2. Read materials appropriate to the grade level to find answers to questions	□	•	•	•	•	•	•	•	•	•	•
3. Skim to find a particular word, get a general impression, or locate specific information						□	•	•	•	•	•
4. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas						□	•	•	•	•	•
5. Recognize relationships such as: sequence, cause-effect, space/place, time				□	•	•	•	•	•	•	•
6. Recognize and comprehend codes such as asterisks		□	•	•	•	•	•	•	•	•	•
7. Read with purpose and discrimination and consciously evaluate what is read					□	•	•	•	•	•	•
8. Learn to adjust reading rate to type of material									□	•	•

H. ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING

1. Listen and observe with a purpose
2. Identify a sequence of ideas and select those that are most important
3. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information
4. Reserve judgement until a presentation has been heard or observed
5. Take notes while continuing to listen and to observe
6. Analyze/evaluate video and audio presentations, e.g. models, exhibits and other graphic materials concerned with social studies topics
7. Listen to identify speaker's purpose

	1	2	3	4	5	6	7	8	9	10	11
1. Listen and observe with a purpose	□	•	•	•	•	•	•	•	•	•	•
2. Identify a sequence of ideas and select those that are most important			□	•	•	•	•	•	•	•	•
3. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information					□	•	•	•	•	•	•
4. Reserve judgement until a presentation has been heard or observed					□	•	•	•	•	•	•
5. Take notes while continuing to listen and to observe								□	•	•	•
6. Analyze/evaluate video and audio presentations, e.g. models, exhibits and other graphic materials concerned with social studies topics								□	•	•	•
7. Listen to identify speaker's purpose								□	•	•	•

I. EVALUATING INFORMATION

1. Compare objects, pictures to see if they are identical, similar, related or unrelated
2. Distinguish between fact and fiction, between fact and opinion, between fact and theory
3. Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel, or inconsistent, unrelated or contradictory
4. Consider which source of information is more acceptable, and why
5. Examine reasons for contradictions in evidence
6. Examine material for consistency, reasonableness, and freedom from bias
7. Recognize propaganda and its purposes in a given context
8. Recognize primary and secondary sources of information
9. Recognize that information can be slanted through sources, viewpoint, time

	1	2	3	4	5	6	7	8	9	10	11
1. Compare objects, pictures to see if they are identical, similar, related or unrelated	□	•	•	•	•	•	•	•	•	•	•
2. Distinguish between fact and fiction, between fact and opinion, between fact and theory		□	•	•	•	•	•	•	•	•	•
3. Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel, or inconsistent, unrelated or contradictory				□	•	•	•	•	•	•	•
4. Consider which source of information is more acceptable, and why				□	•	•	•	•	•	•	•
5. Examine reasons for contradictions in evidence								□	•	•	•
6. Examine material for consistency, reasonableness, and freedom from bias								□	•	•	•
7. Recognize propaganda and its purposes in a given context								□	•	•	•
8. Recognize primary and secondary sources of information								□	•	•	•
9. Recognize that information can be slanted through sources, viewpoint, time								□	•	•	•

Key: □ Introduce • Develop ★ Test, Reteach, Maintain

Skills	Grades										
	1	2	3	4	5	6	7	8	9	10	11
J. COMMUNICATING ORALLY AND IN WRITING											
Speak with accuracy and poise:											
1. Develop and use an appropriate vocabulary	□	•	•	•	•	•	•	•	•	★	★
2. Pronounce words correctly and enunciate clearly	□	•	•	•	•	•	•	•	•	★	★
3. Prepare and use notes in presenting an oral report					□	•	•	•	•	•	•
4. Keep to the point in all situations	□	•	•	•	•	•	•	•	•	★	★
5. Communicate in a variety of situations (committee, panel, formal meeting) as a leader or participant								□	•	•	•
6. Learn to defend a point of view					□	•	•	•	•	★	★
7. Communicate in a variety of ways by using different media such as video, tape recordings, etc.	□	•	•	•	•	•	•	•	•	•	•
Write with clarity and exactness:											
1. Keep neat, well-organized student materials	□	•	•	•	•	•	•	•	•	★	★
2. Develop skills of writing correctly, lettering, shading	□	•	•	•	•	•	•	•	•	★	★
3. Collect, evaluate, and organize information around a clearly defined topic						□	•	•	•	•	•
4. Write independently, give credit for quoted material, and avoid copying from references						□	•	•	•	•	•
5. Include a list to show source of information						□	•	•	•	★	★
6. Proofread and revise				□	•	•	•	•	•	•	•
7. Write in correct sentences				□	•	•	•	•	•	★	★
8. Write in clear, coherent, correct paragraphs						□	•	•	•	★	★
9. Write multi-paragraph compositions								□	•	•	•
10. Increase writing vocabulary using dictionary, thesaurus					□	•	•	•	•	★	★
11. Write correctly, applying skills of spelling, punctuation, capitalization					□	•	•	•	•	•	★
12. Develop thesis statement and supporting information						□	•	•	•	•	★

Key: □ Introduce; • Develop; ★ Test, Reteach, Maintain

Skills	Grades										
	1	2	3	4	5	6	7	8	9	10	11
K. CITIZENSHIP SKILLS											
Self-Worth:											
1. Demonstrate evidence of concern for self	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
2. Display self-confidence	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
3. Seek help when required	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
4. Make choices and decisions	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
5. Be aware that needs for attention, acceptance, approval and affection are common to all	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
6. Be aware that one person's behaviour causes approval or disapproval in another person	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
7. Recognize that differences between oneself and others are not unusual and that they contribute to each individual's uniqueness			<input type="checkbox"/>	•	•	•	•	•	•	•	•
8. Understand, accept, and offer constructive criticism		<input type="checkbox"/>	•	•	•	•	•	•	•	•	•
9. Work independently without supervision	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•

Interpersonal Relations:

1. Show respect for the rights and opinions of others	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
2. Demonstrate a willingness to take turns in play, speaking, etc.	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
3. Demonstrate the constant development of courteous behaviour	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
4. Display self-control	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
5. Understand the need for rules and the necessity for observing them	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
6. Engage in fair play	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
7. Demonstrate a willingness and ability to include newcomers	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
8. Respond voluntarily to the needs of others in distress	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
9. Offer encouragement and approval to others	<input type="checkbox"/>	•	•	•	•	•	•	•	•	•	•
10. Compromise and co-operate when conflict arises			<input type="checkbox"/>	•	•	•	•	•	•	•	•
11. Demonstrate the ability to disagree, when warranted, in an acceptable manner			<input type="checkbox"/>	•	•	•	•	•	•	•	•
12. Appreciate and respect the beliefs, practices, and contributions of people of other countries, races and religions						<input type="checkbox"/>	•	•	•	•	•

Skills	Grades										
	1	2	3	4	5	6	7	8	9	10	11
Group and discussion skills:											
1. Take part in making the rules needed by the group		□	•	•	•	•	•	•	•	•	•
2. Demonstrate an ability to keep to the task	□	•	•	•	•	•	•	•	•	•	•
3. Accept the role of leader or follower as the situation requires		□	•	•	•	•	•	•	•	•	•
4. Make meaningful contributions to discussion, supporting ideas with facts and reasons	□	•	•	•	•	•	•	•	•	•	•
5. Make a point but do not monopolize	□	•	•	•	•	•	•	•	•	•	•
6. Give feedback in a non-threatening manner by avoiding loaded words and negative body language							□	•	•	•	•
7. Recognize a person's emotions/reactions to determine their feelings or view							□	•	•	•	•
8. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort			□	•	•	•	•	•	•	•	•
9. Contribute to the solving of group problems		□	•	•	•	•	•	•	•	•	•
10. Accept and abide by the decision of the group		□	•	•	•	•	•	•	•	•	•

Leadership:

1. Establish and use rules to conduct a meeting								□	•	•	•
2. Facilitate the summarizing of opposing views and points of agreement								□	•	•	•
3. Tacitly enforce the rules of discussion, debate and forum, etc.								□	•	•	•
4. Learn how and when to delegate authority								□	•	•	•

Key: □ Introduce: • Develop: ★ Test, Reteach, Maintain

Sources Considered in Constructing Skills Appendix

1. **Responding to Change — A Handbook for Teachers of Secondary Social Studies.** Department of Education, Alberta.
2. **Submissions of Consulting Groups and others:**
 - a) Delta School District — Secondary Social Studies Program Outline for Grades Eight to Eleven
 - b) Maple Ridge — Social Studies Skills Curriculum — Kindergarten — Grade Seven
 - c) Prince George — Consulting Group — Part 3 — Skills Guide
 - d) Saanich — Elementary Social Studies Skills
 - e) Victoria Consulting Group — Social Studies Skills (Grades 7-11)
 - f) Vancouver School District Skills

The majority of the above have used, to varying degrees, the following as a source:

Johns, Eunice and Fraser, Dorothy McClure, Appendix, **Social Studies Skills: A Guide to Analysis and Grade Placement.** In Helen McCracken Carpenter (Ed.) **Skill Development in Social Studies**, 33rd Yearbook, National Council for Social Studies, Washington, D.C. 1963.